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AUTHOR Streit, Janet
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ABSTRACT

In an attempt to determine the effects of the teaching-of-reading methods of individualized Reading and Basal Textbook on children's reading interests, frequency of reading, and actual book preferences, an inventory was administered to 396 boys and girls in grades four to six within two schools representing these reading approaches. It was found that (1) reading instructional method had little effect on children's range of reading interests; (2) as grade level increased, children's range of reading interests declined; (3) the Individualized Reading method encouraged more independent reading than the Basal Textbook approach; (4) girls taught by the Individualized Reading approach did more independent reading than did girls taught by the Basal Textbook approach; (5) the reading interests of children taught by the two methods were highly correlated; (6) animal stories were the most preferred book choices; and (7) boys and girls in the Individualized Reading program wrote significantly more book titles than did those in the Basal Textbook program. (Author/DI)

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READING INTERESTS OF INDIVIDUALIZED
AND BASAL TEXTBOOK PROGRAMS
FOR INTERMEDIATE GRADES

A THESIS
SUBMITTED TO THE FACULTY
OF THE GRADUATE SCHOOL OF EDUCATION
OF
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BY
JANET STREIT
IN PARTIAL FULFILLMENT OF THE
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APPROVED:

Martin Kling, Chairman
Phyllis Van Orsden
Albert Montone, Ph.D.

DEAN:

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Background of the Problem	1
Purpose of the Study	3
Null Hypotheses	3
Importance of the Study	6
Definition of Terms	7
Limitations of the Study	8
Overview of the Study	8
II. REVIEW OF THE LITERATURE	10
Basal Readers and Individualized Reading	10
Grade, Age, Ability, and Maturity Factors	17
Sex Differences	19
Frequency of Reading	20
Researched Reading Interests	21
Summary	23
III. PROCEDURE	26

TABLE OF CONTENTS (continued)

Chapter	Page
Subjects	26
Development of Independent Reading Interests Inventory	28
Pilot Study	29
Statistical Treatment of Data	30
Summary	31
IV. FINDINGS AND DISCUSSION	32
Results	32
Discussion	50
V. SUMMARY AND CONCLUSIONS	57
Summary	57
Conclusions	59
Suggestions for Further Research	60
REFERENCES	61
APPENDIXES	
A. Independent Reading Interests Inventory-- Post-Pilot	66
B. Independent Reading Interests Inventory-- Pilot	71
C. Independent Reading Interests Categories	76

LIST OF TABLES

Table	Page
1. Reading Interests Between School I and School B	33
2. Analysis of Variance Summary of Reading Interests Columns	34
3. Reading Interests "Very Interesting" Means by Sex, Grade, and School	36
4. Comparison of "Very Interesting" Means by Sex for School I and School B	38
5. Comparison of "Very Interesting" Means by Grades for Both Schools	39
6. Reading Frequency Comparison for Number of Children in School I and School B	40
7. Reading Frequency Comparison for Number of Boys in School I and School B	42
8. Reading Frequency Comparison for Number of Girls in School I and School B	43
9. Reading Frequency Comparison for Boys and Girls in School I	44
10. Reading Frequency Comparison for Boys and Girls in School B	45
11. Ranking of Reading Interests for Children in Grades 4-6 in School I and School B	47
12. Library Validation of Reading Interests for School I and School B	48
13. Preferred Book Choices for Grades 4, 5, and 6	51
14. Amount of Written Book Choice Titles for School I and School B	52

ABSTRACT

In order to determine the effects of the teaching-of-reading methods of Individualized Reading and Basal Textbook on children's reading interests, frequency of reading, and actual book preferences, a three-page form entitled Independent Reading Interests Inventory was administered to 396 boys and girls in grades 4 to 6 within two schools of the same district which represented these approaches to reading.

This study did not find a significant difference in the children's range of reading interests between the two schools. There is little relationship concerning the instructional method of teaching reading and the children's reading interests. However, it was found that fourth-graders appear to have a wider range of reading interests than children in fifth or sixth grade. As the grade level went up to fifth and sixth, reading interests declined.

This study found a significant difference in the frequency of reading between the two schools as relating to the reading approach. The Basal Textbook school children reported significantly fewer hours spent in independent reading than the Individualized Reading school. The Individualized Reading school's girls spent significantly more hours independently reading than the Basal Textbook

school's girls. These data furnished new information concerning intermediate-age girls and supports a popularly held opinion that girls read more than boys.

The children's ranked reading interests of the two schools showed a significant correlation. Mysteries are still top choice, with ghost stories and humorous stories close favorites. Religion, poetry, family stories, science stories, stories of countries, fairy tales, and grade readers were relegated to the bottom half of the ranking list; however, a library corroboration showed that the children withdrew books on animals, family stories, and science stories as top choices along with mysteries.

The children's actual book choices showed a preference for animal stories over all others.

The Individualized Reading school children were able to write significantly more preferred book choice titles than the Basal Textbook school, indicating a wider knowledge and familiarity with tradebook titles not so readily available in the confines of a Basal Textbook Reading program.

CHAPTER I

INTRODUCTION

Today's elementary child is taught reading in a myriad of different prescribed methods. Whether it is the instructional methods of Basal Textbooks, Individualized Reading, Initial Teaching Alphabet, SRA Laboratory, Diacritical Marking System, Words in Color, or a combination of two methods or more, an often stated goal in each of these teaching-of-reading approaches is to instill a love of reading in children and to make them readers with varied interests. However, in most cases for the elementary child, this is not achieved. Harris (1961) has noted that one of the most crucial tasks in a reading program is the transformation of children whose attitude towards reading has been one of indifference and active dislike into avid readers. It has been suggested by Huck (1962) that teachers may be so busy teaching reading skills that they are neglecting to develop readers.

Background of the Problem

Although a primary purpose of any teaching-of-reading method is to make readers of children, Ashley (1970) reported that only 5% of children can be thought

of as habitual readers, or 95% of all those who attend school will probably never take to reading as a matter of habit.

For teachers and librarians as well as administrators to encourage children's love, ability, and frequency of reading, they must be familiar with today's children's reading interests and patterns as well as having a knowledge of the available children's literature. They need to know children's reading interests from the point of view of the children's reading likes and dislikes. This applies to any method of teaching reading whether it be the Basal Textbook Readers or an Individualized Reading approach.

Ashley's study (1970), covering grades 4 through 7, concluded that the best chance of encouraging good reading habits lies in and before grade 4 with some hope in grade 5, but there was very little chance at all after grade 5, since by this stage reading tastes have become crystallized. After grade 5, the major task is one of salvage. The 5% of children who are habitual readers can be raised at most to 10% by utilizing an Individualized Reading approach according to Ashley.

In the Norvell study (1958) of over 24,000 children in grades 3 to 6, he concluded that the greatest obstacle to a permanent reading habit is that children are

not reading widely enough to transform a chore into pleasurable activity.

Purpose of the Study

The purpose of this study is to answer the following:

1. Does a method of teaching reading widen and affect children's reading interests?
2. Does a method of teaching reading affect children's frequency of reading?
3. What are the reading interests of today's children and what is their ranked order of preference?
4. Can a sample list of about 10 books of high interest specifically chosen by the children, relevant to the intermediate grades, and representing the two instructional methods be obtained?

Null Hypotheses

The following null hypotheses will be tested:

Question 1 includes hypotheses 1 to 4.

Hypothesis 1: Method vs. Reading Interests. There is no significant difference in the mean number of reading interest categories checked on the Independent Reading Interests Inventory for children in an Individualized Reading Program as compared to a Basal Textbook Reading Program.

Hypothesis 2: Sex vs. Reading Interests Within Methods. There is no significant difference in the mean number of reading interest categories checked on the Independent Reading Interests Inventory between boys and girls who are in an Individualized Reading Program and between boys and girls who are in a Basal Textbook Reading Program.

Hypothesis 3: Sex vs. Reading Interests Between Methods. There is no significant difference in the mean number of reading interest categories checked on the Independent Reading Interests Inventory of boys and of girls in an Individualized Reading Program as compared to boys and to girls in a Basal Textbook Reading Program.

Hypothesis 4: Grade vs. Reading Interests. There is no significant difference in the mean number of reading interest categories checked on the Independent Reading Interests Inventory for children in grades 4, 5, and 6 who are in an Individualized Reading Program and who are in a Basal Textbook Reading Program.

Question 2 includes hypotheses 5 to 8.

Hypothesis 5: Method vs. Reading Frequency. There is no significant difference in the mean number of hours of reading reported on the Independent Reading Interests Inventory for children in an Individualized Reading Program as compared to a Basal Textbook Reading Program.

Hypothesis 6: Method vs. Boys' Reading Frequency.

There is no significant difference in the mean number of hours of reading reported on the Independent Reading Interests Inventory for boys in an Individualized Reading Program as compared to boys in a Basal Textbook Reading Program.

Hypothesis 7: Method vs. Girls' Reading Frequency.

There is no significant difference in the mean number of hours of reading reported on the Independent Reading Interests Inventory for girls in an Individualized Reading Program as compared to girls in a Basal Textbook Reading Program.

Hypothesis 8: Method vs. Sex Within Schools.

There is no significant difference in the mean number of hours of reading reported on the Independent Reading Interests Inventory between boys and girls who are in an Individualized Reading Program and between boys and girls who are in a Basal Textbook Reading Program.

Question 3 includes hypothesis 9.

Hypothesis 9: Method vs. Ranked Reading Interests.

There is no significant correlation in the rank order of preference for reading interests on the Independent Reading Interests Inventory for children who are in an Individualized Reading Program as compared to a Basal Textbook Reading Program.

Question 4 includes hypothesis 10.

Hypothesis 10: Ranked High Interest Book Choice List. It is not possible to compile a list of about 10 books of high interest and relevance to intermediate-grade children ranked in order of preference from the Independent Reading Interests Inventory.

Importance of the Study

The results of this study can be a valuable aid to teachers and administrators alike. It is hoped that data concerning today's children's reading book interests will enable these educators to incorporate the children's likes and dislikes into their teaching-of-reading approach.

Librarians may find a current list of intermediate-age school children's book interests helpful in future recommendations to elementary students as well as a reference list for purchasing. Referring to children's book choices may be more valuable than using an adult's preconceived judgments. Meisel and Glass (1970) reported Petola's study in 1963 that compared the voluntary book choices of children with the choices that adults made for them and found that the children's voluntary choices often were significantly different from the choices of adults.

While research has shown that no one method of teaching reading is best, there is little in the literature that has attempted to relate directly the method of

teaching reading to the range of reading interests and the children's frequency of reading; therefore, this study hopes to supply new insights to the interest aspects of reading.

Definition of Terms

Individualized reading. A method of teaching reading where the child selects his own reading material which is to be read at his own pace under the guidance of the teacher. Included in such a teaching method are planned teacher-pupil conferences to assist and evaluate the child's oral reading as well as to plan needed supplemental skill activities.

Basal textbook reading. A method of teaching reading where children use developmental readers of a prescribed publisher for a given reading grade level with the accompanying consumable skill workbooks. The children are grouped into the traditional three groups for instruction.

Independent reading interests. The categories for reading selection by students. A type of reading engaged in as leisure time activity, excluding that which is lesson involved.

Reading materials. A book, newspaper, or magazine.

Trade books. Soft and hard cover books, complete in themselves, which are non-identified as to grade level

and which are in such categories as listed on the Inventory. They are usually found in room and school libraries.

Terms used in Independent Reading Interests Inventory. "Very Interesting"--children like and prefer very much this category. "Interesting"--children like this choice. "Uninteresting"--children do not like and prefer this choice. "Do Not Know"--children are unable to select one of the other three columns because of unfamiliarity with this type of reading interest category.

Limitations of the Study

The study does not purport to measure all elementary children's reading interests, since only intermediate-grade-level children are included in this study, and no conclusions can be extrapolated concerning primary-age children's reading interests.

Also, the reading interests of the children are being related to only two methods of teaching reading, Individualized and the Basal, and not to any of the other reading approaches.

Overview of the Study

Chapter II reviews findings secured by a search of existing literature. Chapter III explains the procedure used in planning for the materials and in instituting this comparative study with selected subjects. Chapter IV

presents the results and discussion of findings. Chapter V concludes with summary of the findings and implications to be drawn from this study.

CHAPTER II

REVIEW OF THE LITERATURE

A search of the existing literature has been pursued within the framework of children's reading interests. This chapter is organized around the following headings:

1. Basal Readers and Individualized Reading;
2. Grade, Age, Ability, and Maturity Factors;
3. Sex Differences;
4. Frequency of Reading;
5. Researched Reading Interests.

Basal Readers and Individualized Reading

Staiger (1969) reported that although interests of children were reflected in the Elson Readers of 1909, only four studies were classified as having interest characteristics between 1909 and 1943. He concluded that the relative success of non-basal programs compared to basal programs indicated that reading instruction could be improved. Staiger (1969) emphasized that the basal approach afforded little time in school for children to read books.

Since the learning of basic skills and interest are interdependent, Meisel and Glass (1970) state that only by developing permanent interests in reading along

with mastery of basic skills can reading instruction be said to be successful. They concluded that the type of story found in the Basal Reader is generally not the type of story that children voluntarily choose to read themselves.

Henderson and Long (1970), in a study of independent reading of fifth-graders, found that variety of reading increased as a function of quantity. They concluded that while an examination of most basal series showed that they approved of wide reading with their suggested additional reading for nearly every presented story, class time was not usually provided for this purpose. They suggested that a curriculum in which time was spent selecting and evaluating books might have a greater effect than one in which children were exhorted to read good books.

Henderson and Long's complaint was that comparisons between Basal Readers and Individualized Reading were always on the basis of results of standardized tests and not on what, whether, and why the subjects were reading. They called for another basis for measurement of reading effectiveness.

Strickland (1957) likened reading only textbooks to taking music lessons and never practicing between lessons. She found that it takes a great deal of reading to make a reader of a child. Veatch (1960) suggests that,

possibly, Basal Readers are not intended to be enjoyed until after all skills are learned. She further suggests that pupils fail in reading because they so dislike that which is given them to read by teachers, such as the Basal Readers.

She cites a Sperber study wherein he asks: "Have you ever seen children in your class fight over a Basal Reader?" and he writes that rarely do teachers see it. Also mentioned is Acinapuro's 1959 study on the results of two instructional reading programs wherein the experimental subjects using the Individualized Reading approach read more both in and out of school.

Rothrock (1968), in a survey of teachers in five western states, concluded that, overwhelmingly, the teachers of Individualized Reading reported that this teaching-of-reading method created greater reading interest.

In a study on intermediate pupil preferences for titles and stories in Basal Readers, Droney, Cucchiara, and Sciopione (1953) wrote that publishers have included many titles and stories that are very appealing and acceptable to children; however, they found marked unpopularity of some titles which would indicate that publishers would do well to submit titles to children for reaction and approval prior to inclusion in the Basal Readers. Duker (1969) writes of librarian Lowrie's view that there are

inane, often poorly written, stories of modern life in many basal texts.

In partial support of the Basal Textbook approach, Pfau (1967) writes that Basal Reading materials are highly useful in systematically developing the reading skills needed by youth, but less useful in developing habits and attitudes which cause children to read widely outside of school.

Fleming (1971), in a more recent appraisal of Basal textbook effectiveness, finds that the Basal reading materials now do contain science selections, space stories, and many western or cowboy-type articles. In his study he concluded that perhaps experience with simple reading materials in graded readers containing familiar themes aided the children in choosing their selections.

In further defense of the Basal Textbook approach, Lawson (1965) in his study concluded that greater gains in reading tended to accompany more time spent in systematic instruction of conventional three to four groups using a developmental reading text, but no mention was made concerning the children's desire to read and their interests.

Duffy (1967) writes that while the Basal Readers with their thoroughly prepared and sequentially presented skill development program should form the basis of reading instruction, Individualized Reading with its emphasis

on books, pupil selection of materials and individually determined pace, and teacher-pupil conferences is ideal for developing the reading habit. He concluded that once the reading habit is firmly established, children can be more easily encouraged to vary their interests and enrich their reading tastes.

Huck (1962) states that few children ever developed a love of reading by reading a Basic Reader. She calls for a planned literature program which can produce the major value of enjoyment of reading from wide and varied reading. Time is needed for children to read books of their own choice every day, and children must be extended the same freedom of selection adults expect.

Duker (1969) states that in Individualized Reading a wide assortment of books is changed regularly. The assortment is composed in part of books which reflect students' interests and in part of books which challenge and channel new interests and reading pursuits.

Huck (1962) referred to a study by Russell wherein he stated that 48% of the adults in the United States have not read one book during the year and that the one major factor for this was the overemphasis of the instructional or basic reading program to the neglect of the literature program in the elementary school.

On investigating Individualized Reading as compared

to Basal Reading, Stine (1962) concluded that Individualized groups did not read a significantly greater number of books in total than the Basal text groups; however, there were measurable differences favoring the Individualized groups in the breadth of reading interests of the pupils.

Sperling's study (1971) concerning children's reading choices and achievement concluded that establishment of a free reading period tended to provide opportunity for pupils to read more, thereby fostering improved reading skill for some children. Sorenson (1969), in her study concerning the individual conference, wrote that her results confirmed in an impressive manner the value of systematically conducting individual conferences. She found that those students who received conferences increased in independent reading far more than students not receiving conferences.

Smith (1962), in her study comparing reading choices and the Basal Reader content, found that when children are required to read given selections, they do not really satisfy children's reading interests, as shown by their free choice of books from the library.

The Basal Textbook Reading Program usually involves the assignment of book reports to spur outside reading involvement and interest. Martin, Brown, and

Hoffman (1967) report on an extensive study of grades 2 to 7 that book reports do not necessarily encourage wide reading. They conclude that the reading is more important than the writing of the book reports.

In a study of independent reading interests of children in grades 4 to 6 involving over 6,000 subjects, Schulte (1969) found that children were reading more and more widely than any previous generation. He related the study to several variables, one of which was the instructional reading approach used. A conclusion drawn was that the instructional reading approach predominant in the classroom seemed to have little effect upon the independent reading interests of children.

The result of Schulte's study is of interest to one of this paper's hypotheses. We are not told which instructional reading approaches were reported and included in Schulte's study. Possibly, this paper will shed further light on this relationship and specifically whether one of the two stated reading approaches affect children's reading interests.

Schulte further speculated that the development in the classroom of children's independent reading interests is more likely to be fostered by the teacher who knows the children, children's books, and who enthusiastically promotes reading for enjoyment. He found that the independent

reading interests are highest for children who have available both central and room libraries or centralized libraries only and lowest for children who have available only room libraries.

Kujoth (1970) refers to a study by Groff for children in grades 4 to 6 concerning textbooks vs. tradebooks. He concluded that intermediate-grade children prefer library books over Basal Readers. These books were seen to be more interesting, exciting, entertaining, and suspenseful than were Basal Readers.

Only to a very limited degree can a pupil become proficient at identifying his own interests in the limiting confines of a basic reader, writes Stauffer (1969). He feels that extensive reading habits and skills cannot be acquired within the bounds of a basic reader, but with the library as only one major source of material, extensive reading can have few bounds.

Grade, Age, Ability, and Maturity Factors

Huck (1962) reports that children in the middle grades go on reading jags, such as series books or horse stories. Her advice is to let them, because a lifetime of reading will show a certain balance. Ashley (1970) found that an overwhelming preponderance of both like and dislike comes in grade 5. He reports that the peak and amount of reading comes in the 10- to 11-year range, and

moreover, interest in almost every field of literature falls sharply in the latter half of grade 6.

Wolfson (1957) found that interest declined as grade level went up. She assumed that a definite association exists between grade level and the responses to her Reading Interests Inventory which was administered to children in grades 3 through 6. Schulte (1969) and McKay (1971), in their studies of intermediate-grade students' reading interests, found that there was a decrease in independent reading interests from grades 4 to 6. Schulte concluded that this may be so because of the decline in the amount of time for independent reading accompanied by a decrease in interest in reading.

King (1967) reported that intermediate-grade pupils are more interested in reading to find the specific information needed rather than to read an entire book on the general topic.

Concerning the influence of age on reading preferences, Norvell (1958), from his extensive study, wrote that the degree of maturity reached exerts a major influence upon children's reading interests and that as children grow older the rate of change in interest gradually diminishes.

According to Gray (1959), interest and purposes for reading are less closely related to amount of school

training than is competence in reading. He summarized a study concerning mature readers who, during their early school years, had rewarding contacts with good literature and received carefully planned instruction. Gray identified mature readers as those having compelling motives for reading and centers of interest that lead to wide reading. Inability to read was found to be a limiting factor in respect to amount of personal reading in which children engage.

Shnayer (1968), relating reading interests to reading comprehension, sees reading interests as a factor which may enable most students to read beyond their measured reading ability. He found that high-ability students are less affected by reading interest than low-ability students. The comprehension of material read by students can be expected to vary as a function of both reading interest and reading ability.

Sex Differences

Roderick (1968), in her paper relating creativity to reading choices, concluded that differences in preferences for types of literature appeared to be related to sex and not to creativity. The McKay study (1971) found that the categories of interest were distinctly male or female oriented.

Ashley (1970) found that boys showed somewhat more

interests than girls, which is contrary to the held opinion that girls read more than boys, and which is supported by the King study (1967).

In the Norvell study (1958) of over 24,000 children in grades 3 to 8, he found that sex was an increasingly important factor in children's reading interests. Intolerance by boys toward girls' books becomes more pronounced as boys grow older. Girls enjoy many boys' books, but boys reject almost all girls' books. This was reported by Witty and Kopel (1939). Norvell corroborated the findings of earlier studies which indicate that sex differences in children's reading interests appear at about age nine, fourth grade. King (1967) cites a McKenzie study which found that sex differences in reading interests appear in grade 4 and increase appreciably in grades 5 and 6.

Frequency of Reading

A study of Witty (1961) for grades 11 to 12 examined the frequency of reading. He reported a mean response of boys to be 1.3 hours per day and for girls it was 1.4 hours per day. This does indicate that adolescent girls do read somewhat more than boys.

In a survey completed by Scholastic Magazine and reported by Kujoth (1970), over 10,000 high school students were asked how much time they spent in reading a

book per day, not counting schoolwork. The findings revealed a mean time of approximately 40 minutes per day. Another result showed that twice as many girls as boys claimed to spend two or more hours reading a book per day. This further substantiates that adolescent girls read more than boys.

A search of the literature did not disclose any similar studies relating to intermediate-age children. The King study (1967) reported that the amount of reading increases up to the end of the elementary grades.

Researched Reading Interests

The study of Droney et al. (1953) found that boys expressed interest in stories which dealt with animals, out-of-doors, adventure, exploration, and heroes. Girls preferred stories which suggested the imaginative, emotional, homelife, and familiar experiences. In the Harris study (1956), similar conclusions were drawn. Boys chose adult adventure and other kinds of exciting stories more often than girls.

Shores and Rudman (1954) concluded that as children progress through the grades, they show increased interest in mystery stories and decreasing interest in cowboy stories and fairy tales. The shift in interest in the upper grades is toward books about young people and sports. These findings were further substantiated by

Wolfson's study (1958).

Norvell's study (1958) reported that myths, legends, and folk tales were popular in grades 5 to 7, with biography ranking high in grades 4, 5, and 6, and the animal story ranking the highest in grades 5 to 6. Of all the animal stories, both boys and girls placed at the top those concerning dogs and horses. Mystery was favored by both boys and girls. Violent struggle was unfavorable in reading for girls, but favorable for boys. The boys found romantic love unfavorable, and the girls found it favorable.

King (1967), in her study, reported that intermediate children still prefer mystery, adventure, animal stories, family life stories, biographies, sports, science, and social studies, but mystery stories have superceded animal stories as number 1 in interest for both boys and girls. This may be because children appear to be maturing faster in their reading interests, reports King. She found that boys read more nonfiction than girls, and girls read more poetry than boys; however, boys have a wider range of interests than girls. Ashley (1970), in his study, found that poetry was disliked by about 42% of all the children in grades 4 to 7.

In the Schulte study (1969), the predominant independent reading interests of children in grades 4, 5, and

6 were found to be fictional in nature. He ranked their choices in this order: (1) realistic fiction, (2) fanciful tales, (3) historical fiction, (4) biography, (5) history, (6) recreational interests, (7) science, (8) health, (9) poetry, and (10) social studies. His findings agreed with earlier research, but it is interesting to note that biography is still one of the preferred interest categories, with poetry a poor choice.

McKay (1971), in her study, also found a high selection rate for biography, humor, and mystery for intermediate-grade students and especially by the brighter students as compared to slower ones. She found a decreased interest in reading about historical events, other countries, and today's world as students grow older. She further reported an aversion to reading about religion and home life by all students in the study. This recent study found an overwhelming popularity in categories of adventure, animals, mystery, and sports by all students in the study which agrees with earlier research.

Summary

From the literature, it can be ascertained that while the Basal Reading Textbook approach offers a systematic developmental method to teach reading skills, the Individualized Reading approach offers a vehicle by which children can practice more their ability to read and

CHAPTER III

PROCEDURE

This study was administered on two successive days on the intermediate level in two elementary schools in the same school district. One has reading instruction with Basal Textbook Readers--School B, and the other, School I, has Individualized Reading instruction. Each class administration of the three-page Independent Reading Interests Inventory (IRII) was done by the same examiner and required about 20 minutes per class (see Appendix A). The children's questions were answered as to interest categories' meanings and how to complete the IRII. They were assisted in completing the needed information concerning age, sex, and school name requested by the Inventory. The school libraries kept a tally according to the interests categories of what the children freely selected for the week preceding the implementation of the IRII and for the week after it to corroborate the children's self-reported data.

Subjects

The sample consisted of 198 boys and girls distributed in eight classes in fourth, fifth, and sixth

grades in the Individualized Reading school and 198 boys and girls distributed in eight classes in the Basal Readers school, making a total of 396 subjects.

The school district has a median income of \$7,124, which is more than the median income of \$7,054 for the county, according to the 1960 Census. According to the 1970 Census of Housing from the Block Statistics, the Individualized Reading School draws its students from \$24,000 to \$27,400 housing units, and the Basal School draws its students from \$23,400 to \$25,900 housing units.

The district has a population of 36,418 with a population density of 1,907 people per square mile according to the 1970 Census. According to the 1960 Census, of the total population, 3,387 are Negro, 54 Indian, and 199 other specified (Table 76, p. 32-262). Craftsmen, professional, technical, operatives, and clerical workers for both male and female are the largest occupation groups (Table 74, p. 32-234). The median school years completed for males was 11.2 years, 25 years and older, and for females, 11.4 years, 25 years old and over (Table 73, p. 32-220).

School B, the Basal Textbook Readers school, has an enrollment of 775 students with 7 black and 2 on the intermediate level; School I, the Individualized Reading school, has an enrollment of 456 with 7 black and 3 on the

intermediate level. Both schools have less than 1% of their population black.

Therefore, according to the median income data, occupation, housing unit, and education data, both schools appear to be in the middle class, predominantly white socioeconomic grouping.

Development of Independent Reading Interests Inventory

A survey form inventory was developed to be administered to the subjects (see Appendix A). It consisted of three pages, with the title of the Independent Reading Interests Inventory. The essential features of the Inventory were the following: The cover sheet (page 1) provided for a statement of the purpose of the study, request for anonymity, directions for form completion, and the needed materials such as pencil or pen as well as the three-page Inventory. The first page of the Inventory (page 2) provided for the pupil's grade, age, and sex as well as the name of the school.

The first of five columns of the IRII was used for listing the interest categories, and the four remaining columns permitted the student to indicate by checking (X), whether he considered a particular category to be "Very Interesting," "Interesting," "Uninteresting," or "Do Not Know." He was asked to give his frank, honest opinion. Also, the student was asked to check a category indicating

hours for reading each day as well as writing, in order of preference, two books found of great interest.

In addition to the IRII, the Independent Reading Interests Categories (IRIC) form was developed for librarians' use (see Appendix C). This form enabled the librarians in both schools, I and B, to tally for two weeks the interest categories of books the children were actually choosing from the library. One tally was made before the implementation of the IRII and another after it. The purpose of the IRIC was to corroborate the children's self-reported interests.

Pilot Study

The first form of the IRII (see Appendix B) was administered to 39 subjects, 18 boys and 21 girls, to test the Inventory's effectiveness and readability. The sample class consisted of fifth-graders not being included in the study who appeared to have no difficulty reading the Inventory. Five minutes of explanation were necessary, with another 15 minutes for the Inventory's completion, totaling 20 minutes for the entire administration.

An analysis of the completed IRII, as well as the children's questions and written comments, indicated needed changes. These changes involved rewording of categories such as Classics, Biographies, Historical Stories, and Fables, as well as including another column--"Very

Interesting." Reading frequency was changed to hours per day to correlate better with children's understanding of daily reading. These changes were incorporated in the revised form of the IRII (see Appendix A).

Statistical Treatment of Data

Upon the completion of the administrations of the IRII, total raw scores were computed for each of the columns in the Inventory. The scores, per protocol, were sorted by sex, grade, school, and interest category. Using BMD01V program on the IBM 360-67 computer, the One-Way Analysis of Variance of the reading interests columns by sex, grade, and school were calculated. Since a significant F ratio was found, multiple t tests at the .05 level were used to locate the pairs of means where significant differences existed.

The raw scores of reading frequency were analyzed for means to test for significant differences between schools, grade, and sex, using the Chi-Square Tests of Independence at the .05 level.

Reading interests ranks between schools for all children were computed to compare for significant correlations using Spearman's Rank Order Correlation.

A list of approximately 10 books of high interest chosen by students was compiled per school to determine the children's preferred book choices. A Z Test Between

Two Proportions was applied to percentages to test for significant differences at the .05 level.

Summary

Within a two-day span the Independent Reading Interests Inventory (IRII), which was previously pilot-tested, was administered to 396 subjects in two schools. Each administration of the Inventory took 20 minutes and was done by the same examiner. Library data were gathered during two weeks, one week before and one week after the Inventory's implementation to corroborate the students' self-reported data. An Independent Reading Interests Categories (IRIC) form was used for this purpose.

Upon completion of the IRII, the data concerning interests and frequency of reading were organized and scored. The interests' raw scores were tallied, and means were computed which were then tested by t tests. Frequency of reading data was analyzed by Chi-Square Tests of Independence to test for significant differences. Spearman's Rank Order Correlation was applied to the rank order of reading interests for significant correlations, and a list of 10 books of high interest for each school was obtained. A Z Test Between Two Proportions was applied to the percentages of the schools' written book choice titles to test for significant differences.

CHAPTER IV

FINDINGS AND DISCUSSION

Computer printouts furnished means for each column --"Very Interesting," "Interesting," "Uninteresting," and "Do Not Know"--of the Inventory as relating to between and within schools by sex and grade. Also, computer printout data furnished totals per category of reading interests by school, sex, and grade, which were ranked in order of preference, as well as compiled totals for hour categories indicating frequency of reading by school, sex, and grade.

Results

Hypothesis 1. Method vs. Reading Interests.

Table 1 shows no significant differences between the means of the reading interests for children in an Individualized Reading Program as compared to a Basal Textbook Reading Program. Therefore, there is no relationship between reading interests and Individualized Reading and Basal Textbook Programs.

Hypothesis 2. Sex vs. Reading Interests Within Methods.

Table 2 shows the F ratios for the four columns of the IRII. An examination reveals that a significant

TABLE 1
 READING INTERESTS BETWEEN
 SCHOOL I AND SCHOOL B

Interest Columns	Mean number of interests selected	
	School I	School B
Very Interesting	10.4	10.6
Interesting	10.6	11.0
Uninteresting	6.9	6.3
Do Not Know	2.3	1.3

Note.--Computed F Ratios: Very Interesting = 0.1267**
 Interesting = 1.3250**
 Uninteresting = 1.3806**
 Do Not Know = 2.3705**

**Not significant at the $p < .05$ level.

TABLE 2
ANALYSIS OF VARIANCE SUMMARY OF
READING INTERESTS COLUMNS

Columns	Computed <u>F</u> ratios
Very Interesting	5.3028*
Interesting	1.7127**
Uninteresting	3.9006**
Do Not Know	0.6351**

*Significant at the $p < .05$ level.

**Not significant at the $p < .05$ level.

difference did exist for only the column "Very Interesting," and not the other three columns, "Interesting," "Uninteresting," and "Do Not Know." Table 3 shows significant differences among the cells.

Within School I there were significant differences for fourth-grade boys over fifth- and sixth-grade boys as well as fourth-grade girls. Also, fourth-grade girls' means were significantly higher than fifth- or sixth-grade girls.

There was a significant difference between the means of fifth-grade School B boys and fifth-grade School B girls. The boys in this grade in School B had more reading interests that were "Very Interesting" than the girls in fifth grade in this school. A significant difference in the means was found for fourth-grade School B girls than for fifth- or sixth-grade School B girls. They were significantly higher for this "Very Interesting" column.

Therefore, there is a relationship between boys and girls' reading interests within Individualized and Basal Reading Programs; however, it can be seen from Table 3 that the significant differences between the sexes within these schools are mainly due to the grade variable.

Hypothesis 3. Sex vs. Reading Interests Between Methods.

TABLE 3
 READING INTERESTS "VERY INTERESTING"
 MEANS BY SEX, GRADE, AND SCHOOL

Schools	Mean number of reading interests selected			
	Boys	N	Girls	N
I--Grade 4	14.6	37	12.3	23
5	9.9	36	8.8	31
6	8.9	29	8.2	42
Total		102		96
B--Grade 4	12.2	25	11.8	36
5	11.0	33	8.6	30
6	10.3	44	9.6	30
Total		102		96

Note:--Computed F ratio = 5.3028*

*Significant at the $p < .05$ level.

An examination of Table 4 reveals that there were no significant differences of reading interests between boys of the two schools and between girls of the two schools. Therefore, there is no relationship concerning the sex of children and their reading interests with regard to the reading method used, Individualized or Basal.

Hypothesis 4. Grade vs. Reading Interests.

Table 5 shows that there was a significant difference in the means of fourth-graders from both schools against fifth-graders and fourth-graders from both schools against sixth-graders. Therefore, there is a relationship between reading interests and grade levels of children who are in Individualized and Basal Textbook programs.

Hypothesis 5. Method vs. Reading Frequency.

In examining Table 6, it reveals a significant difference between the hours of reading per day of the Individualized school and the Basal school. Significantly more School B children reported reading one hour or less per day than School I children, and significantly more School I children reported reading three hours or more per day than School B children. Therefore, there is a relationship between the reported reading frequency of children and the method of teaching reading, Individualized or Basal.

TABLE 4
COMPARISON OF "VERY INTERESTING" MEANS
BY SEX FOR SCHOOL I AND SCHOOL B

Comparison	t tests	
	Means	Computed t
I boys vs. B boys	11.30 10.98	.29**
I girls vs. B girls	9.39 10.10	.97**
All boys vs. all girls	11.14 9.74	1.54**

**Not significant at the $p < .05$ level.

TABLE 5
COMPARISON OF "VERY INTERESTING" MEANS
BY GRADES FOR BOTH SCHOOLS

Comparison	<u>t</u> tests	
	Means	Computed <u>t</u>
Grade 4 vs. grade 5	13.22 9.62	4.03*
Grade 4 vs. grade 6	13.22 9.27	4.76*
Grade 5. vs. grade 6	9.62 9.27	.49**

*Significant at the $p < .05$ level.

**Not significant at the $p < .05$ level.

TABLE 6
 READING FREQUENCY COMPARISON FOR NUMBER
 OF CHILDREN IN SCHOOL I AND SCHOOL B

Hours	School I	School B
0 to 1	71	103
1 to 2	85	73
2 to 3	28	20
3 or more	10	2
	<u>194</u>	<u>198</u>

Note:--Computed chi-square value = 13.49*

*Significant at the $p < .05$ level.

Hypothesis 6. Method vs. Boys' Reading Frequency.

Table 7 demonstrates reading frequency comparison for number of boys in Schools I and B. It reveals that there were no significant differences. There is no relationship between boys' reading frequency and the instructional method of teaching reading, Individualized or Basal.

Hypothesis 7. Method vs. Girls' Reading Frequency.

Table 8 demonstrates reading frequency comparison for number of girls in Schools I and B. Upon examination, it reveals that there were significant differences in the hours of reading reported by girls from the two schools. Therefore, there is a relationship between girls' reading frequency and the instructional method of teaching reading, Individualized or Basal.

Hypothesis 8. Method vs. Sex Within Schools.

In examining Table 9, it shows a significant difference in the reading frequency for boys and girls in this school. Significantly more boys than girls reported reading one hour or less per day and significantly more girls than boys reported reading more hours per day.

In examining Table 10, there were significant differences in the reading frequency between boys and girls in this school. The girls read significantly more hours per day than the boys. Significantly, more boys

TABLE 7
 READING FREQUENCY COMPARISON FOR NUMBER
 OF BOYS IN SCHOOL I AND SCHOOL B

Hours	School I	School B
0 to 1	50	68
1 to 2	39	28
2 to 3	6	5
3 or more	4	1
	<u>99</u>	<u>102</u>

Note:--Chi-Square Test of Independence = 6.32**

**Not significant at the $p < .05$ level.

TABLE 8
 READING FREQUENCY COMPARISON FOR NUMBER
 OF GIRLS IN SCHOOL I AND SCHOOL B

Hours	School I	School B
0 to 1	21	35
1 to 2	46	45
2 to 3	22	15
3 or more	6	1
	<u>95</u>	<u>96</u>

Note:--Chi-Square Test of Independence = 8.40*

*Significant at the $p < .05$ level.

TABLE 9
 READING FREQUENCY COMPARISON FOR
 BOYS AND GIRLS IN SCHOOL I

Hours	Girls	Boys
0 to 1	21	50
1 to 2	46	39
2 to 3	22	6
3 or more	6	4
	<u>95</u>	<u>99</u>

Note:--Chi-Square Test of Independence = 21.68*

*Significant at the $p < .05$ level.

TABLE 10
 READING FREQUENCY COMPARISON FOR
 BOYS AND GIRLS IN SCHOOL B

Hours	Girls	Boys
0 to 1	35	68
1 to 2	45	28
2 to 3	15	5
3 or more	1	1
	<u>96</u>	<u>102</u>

Note:--Chi-Square Test of Independence = 19.31*

*Significant at the $p < .05$ level.

than girls in this school reported reading zero to one hour per day.

Therefore, there is a relationship between girls and boys' reported reading frequency and the instructional method used, Individualized or Basal.

Hypothesis 9. Method vs. Ranked Reading Interests.

Table 11 reveals a significant correlation, .93, between the ranked reading interests of the two schools. Therefore, there is no relationship between instructional teaching method, Individualized or Basal, and ranked reading interests. The schools' ranked reading interests were highly similar and significantly correlated.

To corroborate the ranked reading interests for the schools, Table 12 shows the interest categories of books which the subjects withdrew from the school libraries the week preceding and the week after the study. Comparing Table 12 to Table 11, which shows the children's ranked reading interests for both schools, there are similar ranked interests; however, while the children ranked Family Stories and Science Stories in the bottom half of their interests, they withdrew such books from the libraries as top choices. While Table 11 shows that poetry, religion, and grade readers ranked within the last 25 to 30 positions as least preferred by the children in the study, Table 12, shows that students from both

TABLE 11

RANKING OF READING INTERESTS FOR CHILDREN
IN GRADES 4-6 IN SCHOOL I AND SCHOOL B

School I		School B	
Rank	Category	Rank	Category
1.	Mysteries	1.	Humor
2.	Ghost Stories	2.	Ghost Stories
3.	Comics	3.	Mysteries
4.	Sports	4.	Magazines
5.	War Stories	5.	Sports
6.	Magazines	6.	Science Fiction
7.	Riddles and Puzzles	7.	Comics
8.	Historical Stories	8.	Riddles and Puzzles
9.	Humor	9.	Horses
10.	Horses	10.	Hobbies
11.	Adventure	11.	Love
12.	Hobbies	12.	Myths, Legends, and Fables
13.	Animals	13.	War Stories
14.	Science Fiction	14.	Animals
15.	Biography	15.	Biography
16.	Classics	16.	Historical Stories
17.	Family Stories	17.	Adventure
18.	Love	18.	Westerns
19.	Westerns	19.	Classics
20.	Newspapers	20.	Newspapers
21.	Science Stories	21.	Family Stories
22.	Stories of United States	22.	Science Stories
23.	Myths, Legends, and Fables	23.	Stories of Countries
24.	Pirates	24.	Encyclopedias
25.	Poetry	25.	Fairy Tales
26.	Encyclopedias	26.	Grade Readers
27.	Stories of Countries	27.	Stories of United States
28.	Fairy Tales	28.	Religion
29.	Grade Readers	29.	Pirates
30.	Religion	30.	Poetry

Note:--Spearman's Rank Order Correlation = .93*

*Significant at the $p < .05$ level.

TABLE 12
LIBRARY VALIDATION OF READING INTERESTS
FOR SCHOOL I AND SCHOOL B

School I		School B	
Rank	Category	Rank	Category
<u>Week of May 15</u>		<u>Week of May 15</u>	
1.	Family Stories	1.	Animals
2.	Science Stories	2.	Sports
3.	Biography	3.	Science Stories
4.	Animals	4.	Humor
5.	Mysteries	5.	Mysteries
6.	Humor	6.	Biography
7.	Horses	7.	Magazines
8.	Magazines	8.	Family Stories
9.	Hobbies	9.	Historical Stories
10.	Adventure	10.	Westerns
11.	Fairy Tales	11.	Riddles and Puzzles
12.	Historical Stories	12.	Science Fiction
13.	Sports	13.	Adventure
14.	Classics	14.	Fairy Tales
15.	Riddles and Puzzles	15.	Myths, Legends, and Fables
16.	Science Fiction	16.	War Stories
17.	Stories of Countries	17.	Horses
18.	Stories of United States	18.	Poetry
		19.	Pirates
		20.	Ghost Stories
		21.	Hobbies
		22.	Classics

(continued)

Table 12 (continued)

School I		School B	
Rank	Category	Rank	Category
<u>Week of May 30</u>		<u>Week of May 30</u>	
1.	Humor	1.	Animals
2.	Mysteries	2.	Magazines
3.	Animals	3.	Mysteries
4.	Adventure	4.	Science Stories
5.	Family Stories	5.	Humor
6.	Sports	6.	Sports
7.	Science Stories	7.	Family Stories
8.	Stories of Countries	8.	Biography
9.	Biography	9.	Adventure
10.	Stories of United States	10.	Historical Stories
11.	Hobbies	11.	Fairy Tales
12.	Historical Stories	12.	Science Fiction
13.	Magazines	13.	War Stories
14.	Fairy Tales	14.	Hobbies
15.	Science Fiction	15.	Ghost Stories
16.	Horses	16.	Riddles and Puzzles
17.	Classics	17.	Classics
18.	Grade Readers	18.	Horses
19.	Love	19.	Myths, Legends, and Fables
20.	Myths, Legends, and Fables	20.	Stories of Countries
21.	Poetry		
22.	Religion		
23.	War Stories		

schools did withdraw such books from the library as free choice.

Hypothesis 10. Ranked High Interest Book Choice List.

Table 13 reveals preferred book choices for grades 4, 5, and 6 for both schools. It was possible to compile a list of about 10 books of high interest and relevance to intermediate-grade children for each school ranked in order of preference from the IRII.

A maximum of 396 book titles could have been written on the IRII by the children from each school. Table 14 reveals a significant difference between the written book choice titles of the two schools, I and B. School I had written significantly more book choice titles than School B.

Discussion

This paper did not find a significant difference in the reading interest means of children from the two schools which represented two different approaches to the teaching of reading; i.e., Individualized and Basal Textbook; however, it did find certain significant differences pertaining to grade which should be considered.

While there was no significant difference in the reading interest means of boys or girls between the two schools, there were significant differences between the

TABLE 13

PREFERRED BOOK CHOICES FOR
GRADES 4, 5, AND 6

School I		School B	
Rank	Title	Rank	Title
1.	STUART LITTLE by E. B. White	1.	CHARLOTTE'S WEB by E. B. White
2.	TRUMPET OF THE SWAN by E. B. White	2.	ISLAND OF THE BLUE DOLPHINS by Scott O'Dell
3.	BLACK BEAUTY by Anna Sewell	3.	ENCYCLOPEDIA BROWN by Donald J. Sobel
4.	CHARLIE & THE CHOCOLATE FACTORY by Roald Dahl	4.	HENRY & RISBY by Beverly Cleary
5.	HAUNTED HOUSES by Larry Kettlekamp	5.	THE FIRST BOOK OF BASEBALL by Benjamin Brewster
6.	CHARLOTTE'S WEB by E. B. White	6.	RIDDLE ME THIS by Frances Chrystie
7.	MY SIDE OF THE MOUNTAIN by Jean George	7.	WILLIE MAYS by Charles Einstein
8.	HENRY & THE PAPER ROUTE by Beverly Cleary	8.	FIFTEEN by Beverly Cleary
9.	THE VELVET ROOM by Zilpha K. Snyder	9.	HELEN KELLER STORY by Catherine Peare
10.	BASEBALL'S GREATEST PITCHERS by Milton Shapiro	10.	FORGOTTEN DOOR by Alexander Key

TABLE 14
 AMOUNT OF WRITTEN BOOK CHOICE TITLES
 FOR SCHOOL I AND SCHOOL B

School	Maximum number: 396	Percentage
	Total number	
I	363	90.8
B	337	84.3

Note:--Z Test Between Two Proportions
 Computed Z Value = 2.83*

*Significant at the $p < .05$ level.

girls and boys' means within the two schools. The fifth-grade boys in the Basal Textbook school had significantly more reading interests that were "Very Interesting" than the girls in this school. In the Individualized Reading school, the fourth-grade girls checked significantly more reading interests "Very Interesting" than fifth- or sixth-grade girls. In grades 5 and 6, the girls and boys from the two schools had significantly fewer reading interests that they found "Very Interesting" than the fourth-graders; therefore, this appears to support Wolfson (1958) and Ashley (1970) that interest declines as the grade level goes up.

This study supports the Schulte (1969) findings that there is little relationship between the instructional reading approach used in the classroom and the children's reading interests. This relates to the Individualized Reading and Basal Textbook methods of teaching reading which were not reported by Schulte.

A significant difference in the reading frequency was found for the children between the two schools. The Basal Textbook school children independently read significantly less than the Individualized Reading school, and the Individualized Reading school's girls read significantly more than the girls of the Basal Textbook school. Also, the girls read significantly more hours

per day than the boys in either school. These findings tend to support the Sperling study (1971) that a free reading period such as in the Individualized Reading approach tends to encourage pupils to read more. It extends to the preadolescent level the Scholastic Magazine study as reported by Kujoth (1970) that adolescent girls read more than boys while furnishing data relating to intermediate-age girls.

The two schools showed significantly correlated ranked reading interests. The two reading approaches appear to have produced similar likes and dislikes. Mysteries, ghost stories, and humorous stories are still the most popular with fourth-, fifth-, and sixth-graders regardless of the approach to reading instruction, and as previously reported by the studies of King (1967) and Norvell (1958). Books about religion, poetry, countries, fairy tales, and grade readers are the least popular with intermediate-age children taught by either reading method. This was reported previously by Ashley (1970) and McKay (1971) in their studies, but not related to instructional method.

While McKay (1971) reported children's aversion to reading about homelife and poetry, which is supported by this study's ranking of these interests in the bottom 50% of reading interests, they are refuted by the library

validation of the children's reading interests since the boys and girls withdrew these types of books as free choices. Most probably the children did not know the true interpretation of the interests, Family Stories, Science Stories, or Poetry, and relegated them to bottom choices, but when the opportunity afforded itself, preferred to read such books.

The preferred book choices show a preference in books of animals, adventure, mysteries, sports, family, riddles, and biography and contradicts the ranked reading interests as well as the previous King study (1967) wherein it is reported that mystery stories have superceded animal stories. While the intermediate-age children rank mysteries as number 1, they choose to read the animal stories over others.

The Individualized Reading school children were able to write significantly more book titles than the Basal Textbook Reading school. Having a freer reign to self-select trade books of their choice, the children were more familiar with book titles and were able to recall more choices. This supports Huck's (1962) belief that children in an Individualized Reading program can develop wide and varied reading interests better than in the confines of the Basal Reader.

Although the Independent Reading Interests

Inventory was pilot tested, its implementation and findings indicate that some of the interest categories such as family stories and science stories needed further clarification as to meaning. Also, the categories of hours of reading per day needed further expansion. Since many of the children from both schools, and significantly those of School B, reported reading 1 hour or less per day, there should be categories of 0 minutes, 10 to 30 minutes, and 30 minutes to 1 hour added to the existing categories. This would shed further light on the reading frequency for intermediate-age boys and girls.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

In an attempt to determine the effects of the teaching-of-reading methods of Individualized Reading and Basal Textbook on children's reading interests, frequency of reading, and actual book preferences, a three-page form entitled Independent Reading Interests Inventory was administered to 396 boys and girls in grades 4 to 6 within two schools representing these approaches to reading.

This paper did not find a significant difference in the children's range of reading interests between the two schools. There is little relationship concerning the instructional method of teaching reading and the children's reading interests as borne out by previous research. However, it was found that fourth-graders appear to have a wider range of reading interests than children in fifth or sixth grade. As the grade level went up to fifth and sixth, reading interests declined.

This study found a significant difference in the frequency of reading between the two schools as relating to the reading approach. "The Basal Textbook school

children reported significantly fewer hours spent in independent reading than the Individualized Reading school. The Individualized Reading school's girls spent significantly more hours independently reading than the Basal Textbook school's girls. These data furnished new information concerning intermediate-age girls and supports a popularly held opinion that girls read more than boys.

The children's ranked reading interests of the two schools showed a significant correlation. Mysteries are still top choice, with ghost stories and humorous stories close favorites. Religion, poetry, family stories, science stories, stories of countries, fairy tales, and grade readers were relegated to the bottom 50% of the ranking list; however, a library corroboration showed that the children withdrew books on animals, family stories, and science stories as top choices along with mysteries.

The children's actual book choices showed a preference for animal stories over all others, which was a contradiction of the King study (1967) which places mysteries as the number 1 choice.

The Individualized Reading school children were able to write significantly more preferred book choice titles than the Basal Textbook school, indicating a wider knowledge and familiarity with tradebook titles not so

readily available in the confines of a Basal Textbook Reading program.

Conclusions

The conclusions reached in the study are:

1. Reading instructional method bears little effect on children's range of reading interests.
2. As grade level increases, children's range of reading interests decline.
3. The Individualized Reading method encourages children to read more independently than the Basal Textbook Reading approach. Significantly more children of the Basal Textbook school reported reading less than their counterparts at the Individualized Reading school.
4. Girls taught by the Individualized Reading approach reported significantly more hours spent independently reading than the girls at the Basal Textbook school.
5. The reading interests of children taught reading by the Individualized and Basal Textbook Reading approaches are highly correlated. Mysteries, ghost stories, and humor are top interests with poetry, religion, family stories, fairy tales, and grade readers bottom interests; however, library corroboration showed that animal, family stories, and science stories are the children's choices to read.

6. Children's preferred book choices indicate a preference for animal stories as number 1 choice, which is contrary to the previous King study.

7. Boys and girls taught reading by the Individualized Reading approach write significantly more book titles than those taught by the Basal Textbook approach. They are more familiar with the available tradebooks since they are the mainstay of the reading program.

Suggestions for Further Research

Intermediate-age children's frequency of reading can be further researched. Previous studies have concentrated on the adolescent's amount of reading, while this paper has furnished new data on children's reading frequency in grades 4 through 6 as relating to two methods of teaching reading.

These data can be further explored by using improved minute and hour categories on the instrument. A more detailed reading frequency scale would produce interesting data as relating to boys and girls and their instructional reading method.

The writing of children's book choices indicates more of their reading interests than the checking of preconceived reading interests. Further study and analysis of children's book preferences may yield valuable data.

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APPENDIX A

INDEPENDENT READING INTERESTS
INVENTORY--POST-PILOT

INDEPENDENT READING INTERESTS INVENTORY

This study is an attempt to find out about the independent reading interests, frequency of independent reading, and book choices of students in your school.

Your selections will be confidential.

Directions:

1. Do not sign your name.
2. You should have the Independent Reading Interests Inventory consisting of four pages.
3. You will need a pencil with an eraser.
4. Read these steps in answering:
 - a. Fill out the top of page 2.
 - b. Read the 30 interests carefully.
 - c. Check (X) your opinion--one of possible four. If you wish to change, erase one check and put another one by your choice.
 - d. On page 4 check (X) your frequency of reading for a day and for a week.
 - e. On page 4 write your book choices.

I. PLEASE FILL IN THE REQUESTED INFORMATION:

Boy _____ Girl _____ School _____
 Age _____ Grade _____ Date _____

II. Please rate each of the following by checking (X) your opinion.

I find these kinds of books or reading materials to be:

	Very Inter- esting	Inter- esting	Uninter- esting	Do Not Know
1. Adventure				
2. Animals				
3. Biography (Famous People)				
4. Classics (Famous Books)				
5. Comics				
6. Encyclopedias				
7. Fairy Tales				
8. Family Stories				
9. Ghost Stories				
10. Grade Readers (Basals)				
11. Historical Stories (Life in the past)				
12. Hobbies				
13. Horses				

	Very Inter- esting	Inter- esting	Uninter- esting	Do Not Know
14. Humor				
15. Love				
16. Magazines				
17. Mysteries				
18. Newspapers				
19. Myths, Legends, and Fables				
20. Pirates				
21. Poetry				
22. Religion				
23. Riddles and Puzzles				
24. Science Fiction				
25. Science Stories				
26. Sports				
27. Stories of Coun- tries				
28. Stories of United States				
29. War Stories				
30. Westerns				

III. Check (X) about how many hours you read each day and how many days each week reading material of your choice.

<u>Each Day</u>	<u>Each Week</u>
0 hour to 1 hour _____	1 day _____
1 hour to 2 hours _____	2 days _____
2 hours to 3 hours _____	3 days _____
Over 3 hours _____	4 days _____
	5 days _____
	6 days _____
	7 days _____

IV. List the titles of the last two (2) books you have read and enjoyed in the order of your preference from 1 to 2. If possible, name their authors.

1. _____ by _____

2. _____ by _____

Thank you for your cooperation in this study.

APPENDIX B

INDEPENDENT READING INTERESTS
INVENTORY--PILOT

INDEPENDENT READING INTERESTS INVENTORY

This study is an attempt to find out about the independent reading interests, frequency of independent reading, and book choices of students in your school.

Your selections will be confidential.

Directions:

1. Do not sign your name.
2. You should have the Independent Reading Interests Inventory consisting of four pages.
3. You will need a pencil with an eraser.
4. Read these steps in answering:
 - A. Fill out the top of page 2.
 - B. Read the 30 interests carefully.
 - C. Check (X) your opinion--one of possible three. If you wish to change, erase one check and put another one by your choice.
 - D. On page 4 check (X) your frequency of reading for a day and for a week.
 - E. On page 4 write your book choices.

I. PLEASE FILL IN THE REQUESTED INFORMATION:

Boy _____ Girl _____ School _____
 Age _____ Grade _____ Date _____

II. Please rate each of the following by checking (X) your opinion.

I find these kinds of books or reading materials to
be:

	Inter- esting	Uninter- esting	Do Not Know
1. Adventure			
2. Animals			
3. Biography			
4. Classics			
5. Comics			
6. Encyclopedias			
7. Fables			
8. Fairy Tales			
9. Family Stories			
10. Ghost Stories			
11. Grade Readers			
12. Historical Stories			
13. Hobbies			
14. Horses			
15. Humor			

	Inter- esting	Uninter- esting	Do Not Know
16. Love			
17. Magazines			
18. Mysteries			
19. Newspapers			
20. Myths and Legends			
21. Pirates			
22. Poetry			
23. Riddles and Puzzles			
24. Science Fiction			
25. Science Stories			
26. Sports			
27. Stories of Countries			
28. Stories of United States			
29. War Stories			
30. Westerns			

III. Check (X) how many hours you read each day and each week reading material of your choice.

<u>Each Day</u>	<u>Each Week</u>
0 hr. - 1 hr. _____	0 hr. - 1 hr. _____
1 hr. - 2 hr. _____	1 hr. - 2 hr. _____
2 hr. - 3 hr. _____	2 hr. - 3 hr. _____
Over 3 hrs. _____	3 hr. - 4 hr. _____
	4 hr. - 5 hr. _____
	Over 5 hrs. _____

IV. List the titles of the last two (2) books you have read and enjoyed in the order of your preference from 1 to 2. If possible, name their authors.

1. _____ by _____

2. _____ by _____

Thank you for your cooperation in this study.

APPENDIX C

INDEPENDENT READING INTERESTS CATEGORIES

INDEPENDENT READING INTERESTS CATEGORIES FORM

Categories	Monday	Tuesday	Wednesday	Thursday	Friday
1. Adventure					
2. Animals					
3. Biography					
4. Classics					
5. Comics					
6. Encyclopedias					
7. Fairy Tales					
8. Family Stories					
9. Ghost Stories					
10. Grade Readers					
11. Historical Stories					
12. Hobbies					
13. Horses					
14. Humor					
15. Love					

INDEPENDENT READING INTERESTS CATEGORIES FORM

Categories	Monday	Tuesday	Wednesday	Thursday	Friday
16. Magazines					
17. Mysteries					
18. Newspapers					
19. Myths, Legends, and Fables					
20. Pirates					
21. Poetry					
22. Religion					
23. Riddles and Puzzles					
24. Science Fiction					
25. Science Stories					
26. Sports					
27. Stories of Countries					
28. Stories of United States					
29. War Stories					
30. Westerns					

COURSE WORK FOR MASTER'S DEGREE IN READING

		<u>Instructor</u>
<u>Summer, 1970</u>		
299:561	Foundations of Reading Instruction	Mrs. Kimberly
290:501	Introduction to Principles of Measurements	Dr. Pascale
<u>Fall, 1970</u>		
299:564	Remedial Reading	Dr. Fry
<u>Spring, 1971</u>		
290:519	Psychology of the Exceptional Child	Dr. Holowinsky
299:565	Laboratory in Remedial Reading	Mrs. Kimberly
<u>Summer, 1971</u>		
610:581	Reading Materials for Children (K-6)	Dr. Van Orden
610:582	Reading Materials for Youth (7-12)	Mrs. Spradley
<u>Fall, 1971</u>		
290:540	Introduction to Learning	Dr. Cox
299:510	Reading and Communication in Education	Dr. Shew
<u>Spring, 1972</u>		
290:514	Introduction to Adolescence and Adult Years	Dr. Montare
299:566	Seminar in Reading Research and Supervision	Dr. Fry
<u>Fall, 1972</u>		
299:599	Thesis Research	Dr. Kling

VITA

Name: Janet Streit

Address: 1015 South Park Avenue, Highland Park, New Jersey
08904

Telephone: 201-572-1521

Educational Background:

High School: Passaic Senior High School
Passaic, New Jersey
June 1949

College: Fairleigh Dickinson College
Rutherford, New Jersey
January 1950-June 1951

New York University
New York, New York
September 1951-June 1954

Newark State College
Union, New Jersey
1963-1967
B.A., 1967, Cum Laude
General Elementary

Professional Experience:

1972-present: Remedial Reading Teacher
Grandview Elementary School
Piscataway, New Jersey

1969-1972: Fourth-Grade Teacher
Sixth-Grade Teacher
Knollwood Elementary School
Piscataway, New Jersey

1967-1969: Fifth-Grade Teacher
Menlo Park Elementary School
Edison, New Jersey